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ABSTRACT

The Tertiary Lead Group in New Zealand created a national qualifications framework to incorporate all types of degrees given by colleges and universities. This report describes the process undertaken, the principles to be considered and the issues to be addressed, the benefits of such a national system, the features and specifications proposed, and how control of the system would be handled. Twenty-eight recommendations are presented. The report includes the following seven appendixes, making up half the document: (1) terms of reference; (2) presentations and submissions; (3) example of a standard; (4) New Zealand Qualifications Authority approved degrees as of November 1, 1994; (5) New Zealand Vice-Chancellors' Committee and New Zealand Qualifications Authority degree approval and accreditation criteria; (6) standards-setting bodies; and (7) National Qualification Framework fields. Contains 27 references. (KC)

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ED 375 330

A SINGLE HARMONISED QUALIFICATIONS FRAMEWORK

Report of the Ministerial Tertiary Lead Group
November 1994

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FOREWORD

The Tertiary Lead Group has been charged with the challenging task of incorporating degrees into a national qualifications framework. (Appendix 1)

Prior to the Education Amendment Act 1990, degrees were the sole domain of the university sector. However, with the passing of the Act came the opportunity for other providers,[1] who had met the requirements for approval and accreditation, to offer degrees for the first time. The Act also required a framework for national qualifications to be established by the New Zealand Qualifications Authority. The National Qualifications Framework was designed to provide a transparent mechanism for the setting of standards and the maintenance of quality management systems at a national, systemic level.

Over the years universities have also developed their own systems based on internationally understood standards and practices for degrees. It is felt by some however that these have largely only been truly understood by those in the university sector.

With the impetus to remain internationally competitive and to meet or exceed clear standards in education and more specifically at degree level, the Tertiary Lead Group believes a country the size of New Zealand can no longer afford to maintain a number of different standards-setting systems which operate independently of one another. To do so would be to jeopardise the marketing of New Zealand's international educational services.

It is with an appreciation of the nature of the degree qualification that the Tertiary Lead Group has sought to combine the best practices in the university sector with the flexibility inherent in the evolving National Qualifications Framework.

It is the Tertiary Lead Group's unanimous recommendation that all degrees be incorporated into a single harmonised qualifications framework. Mechanisms are proposed for the registration on this framework, of all degrees and post-graduate qualifications, at both national and provider level, specified in terms of learning outcomes and objectives.

Institutional changes to achieve this and which allow for the constructive participation of all stakeholders require the establishment of a Tertiary Qualifications Co-ordinating Committee and a Tertiary Action Group. The Tertiary Qualifications Co-ordinating Committee will have powers delegated by the New Zealand Qualifications Authority to register degrees and post-graduate qualifications and the Tertiary Action Group will provide advice to the New Zealand Qualifications Authority Board on the implementation of the single harmonised qualifications framework, and on degree and tertiary issues.

To ensure consistency, constructive participation and long-term viability of the single harmonised qualifications framework it is also recommended that rationalisation of standards-setting bodies, including a review of the proliferation of Industry Training Organisations be undertaken as a matter of urgency.

Process undertaken

In forming its recommendations the Tertiary Lead Group chose to seek well-researched contributions on particular issues from a number of experts. In addition certain stakeholders were also identified (Appendix 2) and invited to make written or oral submissions to assist members to resolve issues. A seminar approach was adopted, with papers circulated to the Tertiary Lead Group in advance of a presentation.

While our consultations and investigations highlighted the complexity of the issues involved, it has not been possible to examine all issues raised in the time available.

[1] Providers are defined as universities, polytechnics, colleges of education, private and government training establishments, wananga and schools.

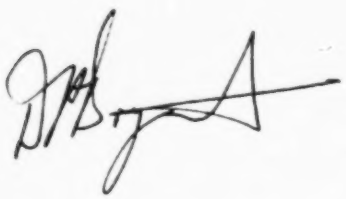
Therefore the Tertiary Lead Group has chosen to confine its recommendations solely to the degree and post-graduate qualification[2] level in accordance with the terms of reference.

The Tertiary Lead Group believes that it would be inappropriate to advocate an extension of these recommendations to locally derived certificates and diplomas because the national qualifications currently under development should have primacy in these areas.

Acknowledgments

The Tertiary Lead Group appreciates the input from individuals and organisations to our work. We were greatly assisted by the provision of information and by constructive criticisms and suggestions.

I am indebted to my colleagues for their valued contribution to the Tertiary Lead Group's report and for their whole-hearted support. I also appreciate the major contribution made by Raewyn Idoine-Dunn in her capacity of Chair in my absence. The assistance and expertise provided by Graeme Cahalane, David Lythe, George Preddey and Emma Reid and the administrative support provided by Beverley Yee and Robyn Humphries are gratefully acknowledged.



David Bryant
Chair

[2] A course of study open to graduates or those who have demonstrated extensive practical, professional, or scholarly experience of an appropriate kind: comprising a coherent programme of not less than one year's full-time study (or its equivalent part-time study); which includes the requirement that the courses or other work prescribed shall be at an advanced level that builds on attainment in the academic field of the prior degree. (Definition derived from Committee on University Academic Programmes)

MEMBERSHIP

Jeremy Baker

President, New Zealand University Students Association

David Bryant (Chair)

General Manager, Scientific Services, Carter Holt Harvey

Graeme Fogelberg

Vice-Chancellor, University of Otago

Les Holborow

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Bruce Martin[3]

Chief Executive, Hawkes Bay Polytechnic

Dennis McGrath

Principal, Auckland College of Education

Neil Waters

Vice-Chancellor, Massey University

Chair, New Zealand Vice-Chancellors' Committee

Whatarangi Winiata

Tumuaki, Te Wananga o Raukawa

Frank Wood

Chief Executive, New Zealand Forest Research Institute

[3] Gary Moltzen, Chief Executive, Manawatu Polytechnic deputised for Bruce Martin at two meetings.

RECOMMENDATIONS

The Tertiary Lead Group recommends to the Minister of Education that:

a a single harmonised qualifications framework be implemented that includes degrees at both the national and provider level in a manner that safeguards the interests of stakeholders;

b all degrees and post-graduate qualifications be registered onto the single harmonised qualifications framework;

c registration onto the single harmonised qualifications framework requires that degrees and post-graduate qualifications be specified in terms of learning outcomes and objectives;

d the single harmonised qualifications framework consist of eight levels, considered to be broad bands within which unit standards and qualifications are placed, and that it accommodate the full education and training spectrum;

e there be four categories of 'specifications' in relation to the single harmonised qualifications framework

i) systemic policies;

ii) qualification definitions;

iii) qualification standards; and

iv) unit standards.

f all degrees and post-graduate qualifications conform with categories (i) – (iii) above, and all national degrees conform with categories (i) – (iv) above;

g two processes be recognised for registering degrees and post-graduate qualifications on the single harmonised qualifications framework;

(i) that national degrees and their unit standards be endorsed by national standards bodies; and

(ii) that provider degrees include evidence of support and;

- where there are national standards bodies associated with the subject area of the degree, these be invited to review and provide comment, to the Tertiary Qualifications Co-ordinating Committee (recommendation p refers), on the suitability of the degree to ensure that standards-setters for degrees establish coherent linkages with other qualifications; and
- where there are no national standards bodies the Tertiary Qualifications Co-ordinating Committee will consider evidence of national / international endorsement for the proposed degree from relevant academic, industrial, professional, Maori and other communities.

h it be noted that the single harmonised qualifications framework will enhance the recognition of prior learning and credit transfer but that in the case of provider degrees these decisions be the prerogative of providers;

i it be noted that legislative protection of qualification terms that apply in the single harmonised qualifications framework may be required;

j implementation of the single harmonised qualifications framework be evolutionary with milestones and review points so as to build on skills and processes that are currently evolving and protect the interests of all stakeholders;

k the New Zealand Qualifications Authority Board be expanded to incorporate the need for student representation and greater educational expertise;

l legislation be amended to require the New Zealand Qualifications Authority to consult with appropriate bodies before setting any policies and guidelines;

m a Tertiary Action Group be established by the New Zealand Qualifications Authority to:

(i) advise the Board of the New Zealand Qualifications Authority on the implementation of the single harmonised qualifications framework, degree and tertiary issues, and

(ii) advise the Board of the New Zealand Qualifications Authority on issues relating to qualification nomenclature, and

(iii) replace the New Zealand Qualifications Authority's sector-focused joint action groups.

n the membership of the Tertiary Action Group;

(i) reflect the interests of students (2 members), industry and professions (3), universities (2), polytechnics (2), colleges of education (1), wananga (1), and private training establishments and government training establishments (1); and

(ii) include members of the Tertiary Lead Group to ensure continuity.

o the New Zealand Qualifications Authority not delegate approval to use protected terms, to issue certificates, or to recognise national standards bodies;

p a Tertiary Qualifications Co-ordinating Committee be established under legislation with delegated authority from the New Zealand Qualifications Authority Board for the registration of degrees and post-graduate qualifications but, to allow an immediate start to their work, initially as a sub-committee of the New Zealand Qualifications Authority Board;

q the membership of the Tertiary Qualifications Co-ordinating Committee reflect the interest of students (1 member), industry and professions (3), universities (5), polytechnics (2), colleges of education (1), wananga (1), and private training establishments and government training establishments (1) and that two of the above be members of the New Zealand Qualifications Authority Board;

r a rationalisation of standards-setting bodies, including a review of the proliferation of industry training organisations be undertaken to achieve consistency, constructive participation, and long-term viability of the single harmonised qualifications framework;

s the Industry Training Act be reviewed as it relates to standards-setting, to ensure the differentiation between industry training organisations and standards-setting bodies is clear;

t the New Zealand Qualifications Authority Board, upon advice from the Tertiary Action Group, be directed to produce a strategy document detailing the implementation of the single harmonised qualifications framework;

u the Tertiary Qualifications Co-ordinating Committee be directed to produce a list of all degrees and post-graduate qualifications registered or intended for registration on the single harmonised qualifications framework;

v the New Zealand Qualifications Authority Board, after advice from the Tertiary

Action Group, develop qualification specifications in 1995 to enable existing and new degrees to be registered in 1997;

w all currently approved degrees and post-graduate qualifications be registered, with as few complications as possible, onto the single harmonised qualifications framework by 1997;

x the implementation of the single harmonised qualifications framework be a high priority for Government;

y the Government accept the need for full resourcing of the implementation and maintenance of the single harmonised qualifications framework;

z any changes to legislation required to implement these recommendations be made;

and further recommends that the Minister of Education:

z1 agree to refer the recommendations of the Tertiary Lead Group to Ministerial colleagues for consideration and action;

z2 agree to the immediate release of the report of the Tertiary Lead Group to all interested stakeholders.

1 INTRODUCTION

Background

New Zealand is not the first country in the world to introduce a qualifications framework for its educational system but it has been among the pioneers in a developing trend. The current Government has adopted and promoted a policy introduced with the Education Amendment Act of 1990 which established the New Zealand Qualifications Authority. The overall aim is to ensure that qualifications awarded in New Zealand, either nationally or by specific educational and training providers, by the state or by the private sector, should all convey a value which is clear and guaranteed. By placing such qualifications into a national framework it is also the intention to clearly show their inter-relationships and thereby to assist learners to choose courses of study to meet their own needs.

Among the leading features of the National Qualifications Framework which has developed is the ability of learners to select unit standards, if necessary from different providers, to construct defined qualifications. The concept of the recognition of prior learning and the portability of successfully completed unit standards are also important. Some of the other supposed benefits, to be touched upon in the next chapter, have proved controversial and some, such as the role of a national qualifications framework in the provision of international educational services, have perhaps been somewhat overlooked.

It is no secret that the introduction of the National Qualifications Framework by the New Zealand Qualifications Authority has attracted controversy. It was in an atmosphere of discord and stalemate that the Minister of Education established the Tertiary Lead Group charging it among other things, 'to resolve issues relating to the inclusion of degrees in the National Qualifications Framework'.

Initial considerations

Although these instructions required the Tertiary Lead Group to reflect on the 'how' and not the 'whether' of including degrees on the National Qualifications Framework, the Group has, in fact, examined the latter as part of its overall consideration of the matter and its need to understand the varying points of view.

The Tertiary Lead Group sees real advantages in a single harmonised qualifications framework which is appropriately constructed to safeguard the concerns and requirements of educators and which includes degrees at both the national and provider level. A number of the benefits are discussed in the following chapter, but two are mentioned here as being particularly persuasive for those members of the Tertiary Lead Group who might otherwise have felt that freedom from state-imposed bureaucracy and freedom to meet market requirements on the basis of the service, quality and reputation of individual providers outweighed notions of national guarantee. These benefits are two sides of the same coin and follow from the accelerating pace of what is often termed 'internationalisation'.

New Zealand's social and economic systems are undergoing dramatic and rapid change in response to its need to be internationally competitive. Manual skills are fast giving way to intellectual skills. New Zealand must become a smart country if it is to prosper. It must not only be able to compete with world leaders within its own borders but it must also compete in their countries. Citizens must have the necessary skills and must be seen to have them. As a small country New Zealand will always depend much more on its reputation for competence and excellence than on its economic or physical clout. These imperatives are congruent with the macro-economic policy of the Government which is expressed in terms of four fundamental aims: a stable policy environment, a level of

workplace skills which makes New Zealand internationally competitive, an enterprise economy and strong international linkages.

With the rapid expansion of agreements such as the General Agreement in Trade and Services, New Zealand-Australia Free Trade Agreement, Asia-Pacific Economic Cooperation, the European Union, and Closer Economic Relations with Australia, there will be a rapidly accelerating internationalisation of services bringing with it international standards and monitoring. Education and training will not be exempt. Even if internal standardisation is not required in the near future it will be mandated eventually and to requirements which are set in this global context. New Zealand cannot afford to have its reputation undermined in the meantime by any qualifications of doubtful value and, in the longer term, it will need a relevant qualifications structure to interact with international agencies.

Of equal importance and of more immediate moment is the need and desire of New Zealand to become a leading education provider in the Asia-Pacific region. In spite of difficulties which it has shared with all state agencies over recent years New Zealand's education system is fundamentally strong. It is based on the international language of English and is receptive to advances in knowledge in Europe and North America. It provides an educationally competitive and socially more attractive alternative for the vast Asia-Pacific market. This alternative, however, depends almost exclusively on reputation. The market is a discerning one and increasingly so. Failure to meet its expectations through the activities of inferior or unscrupulous providers would not be in the interests of a small country such as New Zealand.

Principles

The Tertiary Lead Group therefore concluded that a single appropriately constructed qualifications framework that includes both national and provider degrees would be in the best interests of all education and training providers and of the country. It felt that such a framework, to be discussed in the following sections, should be based on these general principles.

A single harmonised qualifications framework and its underlying quality management will be responsive to the needs of New Zealand and its citizens and ensure that:

1. There is national and international confidence in the qualifications and standards of attainment of holders of qualifications.
2. There is a rational system of nomenclature for qualifications which conveys the level of attainment of holders.
3. Qualifications may be gained flexibly at any time and at any age recognising prior learning and skills, and knowledge learnt in ways other than through formal education.
4. Qualifications give recognition to both generic and specific knowledge and skills.
5. The framework accords with the Treaty of Waitangi.
6. Qualifications are developed and delivered to ensure efficient use of resources.
7. Qualifications are linked on a single framework so as to provide clear learning and career pathways.
8. Qualifications continue to evolve and develop in response to a dynamic learning, research, cultural and economic environment.

9 Qualifications meet professional, academic, cultural and vocational needs at national and regional levels.

10 The framework structure will be enabling and permit institutional diversity and recognise academic freedom.

The intention of the Tertiary Lead Group is that registration on a single harmonised qualifications framework, as outlined in following chapters, will be seen by providers as the imprimatur of quality, the seal of approval, which they seek to obtain rather than being an imposed system maintained by coercion or legislative sanctions.

Issues to be addressed

It is useful to set down in a little detail some of the issues which led to the Minister establishing the Tertiary Lead Group as the group has come to understand them. They not only help to illuminate the philosophical positions from which the various parties have argued but they also illustrate the need for as much clarity and consistency in the use of words as possible. The Tertiary Lead Group has not always itself succeeded in meeting the latter requirement and is aware how much individual assessment of the meaning of words and jargon can shape attitudes.

Debate about the perceived advantages and flaws in the current qualifications system has been ongoing in educational forums and in the news media. The substance of the argument advanced by universities and, to an extent, by polytechnics has been that at their level of tuition and for the more academic of their courses, qualifications cannot simply be broken down into small unit standards. Furthermore, maintained the universities, the level of 'competency' required by the New Zealand Qualifications Authority in assessing the performance of students missed the insistence on 'excellence' which is the essence of a university education. The expressed intention that qualifications were to be made up by packaging unit standards led to the firm assertion that university degrees were not to be obtained by what has been described as 'cafeteria education', a bit of this and a bit of that, but by a prescribed period of coherent study.

The Tertiary Lead Group notes these arguments as part of the background issues against which its deliberations have been undertaken. It also notes that all parties appear to have moderated their position in recent months, a trend which it applauds and has found helpful.

A vital but often unspoken issue in the formulation of a qualifications framework is that of control and this is perhaps the nub of the matter. Tertiary institutions in general, but universities and wananga in particular, are concerned to maintain their independence and academic freedom. They do not wish to pass responsibility for decisions concerning the right to present a course to a government agency. Much of the concern about the National Qualifications Framework has been concern that its development has seemed to be beyond the influence of those most affected, namely the students and staff of tertiary providers. This is a strongly expressed view of the polytechnic sector, the tertiary sector which has probably been most involved with the current National Qualifications Framework.

There are, of course, many other groups with a legitimate interest in the formulation of a national qualifications framework and its operation. The employers of those gaining qualifications have an obvious concern but so, too, do the professions, trades organisations, the wider educational sector, parties to the Treaty of Waitangi and the government as principal purchaser. Not to be overlooked are the public as parents and taxpayers. These groups are likely to have different perceptions of the role of a national qualifications framework and different expectations of it. Employers, for example, are

likely to have the immediate needs of business in mind whereas university staff, through their involvement in research, are more likely to take a longer term view. Maori will be concerned with the protection of taonga, tino rangatiratanga and equity. Whereas educators as a group will be concerned about quality above all, the government is likely to focus on efficiency and effectiveness.

All of these points of view are legitimate and must be borne in mind. The Tertiary Lead Group draws attention to them here to stress that the issues with which it has had to deal are not simply the technical ones associated with including degrees in the National Qualifications Framework, but impinge on strongly held beliefs about the nature of education and training and the rights of the many stakeholders in this sector.

2 BENEFITS

In the Tertiary Lead Group's discussions there has been general recognition and acceptance of a single nationwide system for registering educational achievement. A system in which qualifications have a clear relationship to each other and that students and the public can understand has benefits and will be a prime factor in securing a sound future. There has been general acceptance that the co-ordinated development of qualifications, in combination with appropriate career advice, should assist learners in identifying more clearly the pathways that are available to them, and will facilitate their acquisition of knowledge and skill.

Education and training are fundamental to the development and application of new knowledge and advanced technology. For New Zealand, a nation dependent on international business in an increasingly competitive and technology-driven world, it is critical that students, providers and employers remain at the 'cutting edge' of knowledge and technology.

The Tertiary Lead Group emphasises strongly the importance of education and training in determining New Zealand's economic future; whether the emphasis is on education and technology to create competitive advantage or to ensure sustainability. The Tertiary Lead Group believes that the most strategic investment the country can make to ensure that future generations are able to capitalise on and enjoy the full potential of New Zealand's natural advantages, is in education and training. It follows that qualifications development should keep pace with, and anticipate, the changing needs of the economy and the maintenance and enhancement of society and culture.

Qualifications should be fit for purpose and meet or exceed national and international benchmarks. They should be documented in a manner which conveys sufficient information to users of qualifications (students, employers, the academic community) to assist in determining what knowledge and skills a qualification-holder possesses or seeks to possess.

Although there is recognition that transferability of qualifications or parts of qualifications both nationally and internationally does occur, the underpinning criteria and conditions are not well documented or transparent and rely heavily on mutual recognition and historical contact at institutional level. Clarity and transparency, whether referring to curricula, knowledge, capacities, skills or outcomes to be assessed, are seen to be critical in developing a co-ordinated strategy, ensuring best use of limited resources, and enabling learners to gain qualifications in an environment which best suits their learning needs.

Many benefits which may be derived from the implementation of a single harmonised qualifications framework were highlighted in the Tertiary Lead Group discussions. They included the following.

- A platform for developing and promoting an educational strategy based on national and international confidence and reputation.
- A basis on which international education and business networks and opportunities can be developed now and in the future.
- Achievement of a balance between quality and relevance across the education system to ensure cross-fertilisation between theory and application, and to ensure effective technology transfer.
- A mechanism for encouraging and managing linkages between education, research and commercial interests.

- Increased awareness of career opportunities both nationally and internationally.
- Heightened awareness and information on educational opportunities, learning processes and forms of delivery.
- Enhanced access to, and flexibility of, learning options.
- Assurances for stakeholders of the quality and value of programmes and qualifications.
- Increased benefit from investment in education through life-long learning opportunities and maintaining the currency of qualifications.
- Greater potential for provider specialisation arising from increased portability of qualifications.
- Increased emphasis on better performance and continuing development for providers, learners, and stakeholders in general.
- A basis for meeting specific sectoral or regional needs without compromising quality.
- A system which enables national goals to be achieved, while at the same time fostering continuing improvement, recognising academic freedom and the desirability of encouraging individual and institutional growth and diversity.

The benefits a single harmonised qualifications framework can provide vary in emphasis for each interest group. For students such a framework can provide clearer career pathways, easier access to training and improved flexibility and choice. It has the potential to ensure that skills and training are not only formally recognised but become more portable nationally and internationally.

For providers the provision for cross-crediting will increase the ability to develop and apply knowledge across new sectors and will enhance linkages with industry and Iwi. Such a unified system would provide a coherence which is presently in danger of being lost.

For employers and Iwi, a unified framework will give confidence as they become increasingly involved in funding education. They will have greater involvement in programme development and in ensuring that quality is balanced by relevance. In due course they will benefit from a more skilled and adaptable workforce.

A system which can provide benefits along these lines will provide a very solid foundation for investment by all stakeholders in the future prosperity of New Zealand.

3 A SINGLE HARMONISED QUALIFICATIONS FRAMEWORK

The challenge for the Tertiary Lead Group was, therefore, to recommend a workable system which ensures equivalence, cross crediting and recognition of prior learning; provides acceptable quality assurance systems, identifies objectives and specifies core programmes while also providing for diversity in educational development.

Background considerations

The question of control is of considerable moment in determining a national qualifications framework and in specifying its processes. The Tertiary Lead Group accepts that as much control as possible must be left with stakeholders, including providers or their representative bodies, but also sees that a central agency of some sort is necessary. It acknowledges that the latter should be the New Zealand Qualifications Authority Board suitably modified, an issue taken up in more detail in section four.

Linked with the question of control is the question of stakeholders, those who have a legitimate interest in the operation of a national qualifications framework and a legitimate claim to be consulted. In one sense identification of stakeholders is straightforward as nearly everyone in the country can claim an interest as a taxpayer if not as one of the more obvious groups of providers, students, employers, employee organisations, parents, professional bodies and government. With the growing interest in education and training as the key to a prosperous economy there is an increasing number of sub-groups of the above: Industry Training Organisations and professional organisations being examples. In setting up the bodies to operate and oversee a single harmonised qualifications framework the question of membership and representation of stakeholders is not only of significance but also potentially controversial.

As already noted considerations have been put to the Tertiary Lead Group during the course of its discussions and have played a part in framing its recommendations. Among others it has seen the following as having particular educational relevance:

- General educational objectives should be expressed to deal with processes as well as with outcomes.
- Courses and programmes and their objectives need to be specified as precisely as possible so that potential students can judge their applicability for them.
- The standards set on a single harmonised qualifications framework must acknowledge that course content and design are not static but subject to on-going change and development in response to new information and research and to the strengths of individual teachers.
- Standards-based assessment is preferred to norm-referenced assessment in judging overall performance of students.
- The harmonised framework must allow for and encourage the striving for excellence, rather than just competence, although in professional qualifications competence is a vital requirement.
- Providers will wish to mark the achievement of their students with a range of grades and endorsements of qualifications (*with distinction, with honours* and so on) reflecting their assessment of the overall excellence and competence of students in the context of the requirements of various courses and programmes.

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- **Credit transfer and the recognition of prior learning should be encouraged but are, ultimately, the prerogative of individual providers.**

Further comment on credit transfer and recognition of prior learning is made after discussion of the proposed single harmonised qualifications framework.

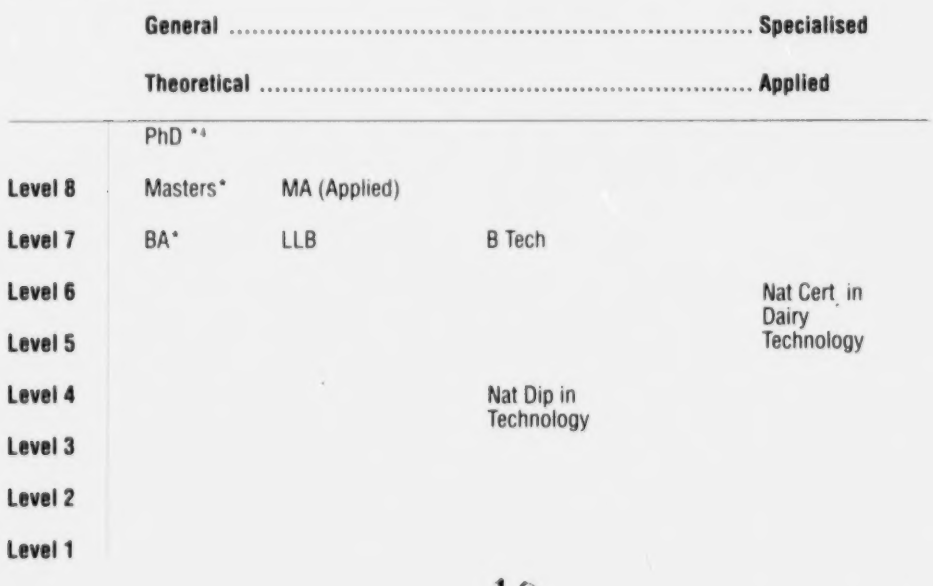
Features

The Tertiary Lead Group supports a single unified framework consisting of eight levels. The levels are considered to be broad bands within which standards and qualifications are appropriately placed. Levels one and eight are to be open-ended, in that there can be a progression of standards and qualifications below or above those levels. For example at level eight, qualifications will not be strictly hierarchical, although a nomenclature sequence will exist from bachelors degree through to doctorate.

The National Qualifications Framework as it currently stands is described by levels and domains. The levels describe increasing complexity and difficulty, whereas the domains (in essence subject areas) describe the academic and vocational area of the standards or qualifications.

However the Tertiary Lead Group also sees that within the National Qualifications Framework not only are there different levels of complexity and different domains, there is also a continuum within each domain from the general to the specialised, the theoretical to the applied. This continuum exists across all eight levels of the National Qualifications Framework. The Tertiary Lead Group notes that because the development of standards and qualifications has to date primarily occurred at the lower levels of the National Qualifications Framework and often in technical and applied areas, there is a perception that the more theoretical aspects of higher education cannot be accommodated.

It is the view of the Tertiary Lead Group that there is a need for a single harmonised qualifications framework able to accommodate the full range of the education and training spectrum. This is essential if the framework is to continue to evolve and develop in response to a dynamic learning, research and business environment. These views, including the continuum (as indicated by the dotted lines), are expressed in the following diagram.



[4] *It should be noted that it is possible for relatively applied studies to be undertaken under the auspices of these broad qualifications: eg a PhD in Process Engineering, a Master of Educational Administration or a BA majoring in Applied Linguistics.

Current framework standards

The setting of standards within the National Qualifications Framework as it first developed was achieved by the creation of unit standards as building blocks of qualifications. The requirements for these were seen by many critics as unduly narrow. However the Tertiary Lead Group does not see the definition of unit standards as being confined in this way. They need not be restricted to behaviourist criteria of competency and can include processes as well as outcomes in their definition as the example provided by Barbara Purvis (Appendix 3) illustrates. Nor need they be confined to small blocks of learning or knowledge, unless that is required.

A broader approach to the development of standards is exemplified by the work of Associate Professor Andrew Gonczi who indicated that as few as six to eight broadly defined unit standards may be sufficient for some degrees. He made it clear in talking with the Tertiary Lead Group that standards could be set well or badly and that associated issues, such as who set the standards, are very important.

Proposed specifications

Simply because a new or better approach to standards-setting is possible using the unit standards methodology does not, however, mean that it will be successful. The Tertiary Lead Group recognises that there are different types of standards and that explicitly acknowledging this will assist a broader range of approaches to standards-setting and the development of qualifications. In so doing it places all standards within a system of over-arching policies.

The Tertiary Lead Group recommends that there be four categories of standards in relation to a single harmonised qualifications framework which includes degrees and post-graduate qualifications.

1. **Systemic policies**

   Systemic policies set the specifications for effective quality management systems at a national level. These ensure that there are standards in the setting, delivery, monitoring and review of levels of achievement for registered qualifications. They enable all stakeholders to work towards a common purpose and define the requirements within which devolution can occur.

   Systemic policies are required for the following areas:

   - Registration of unit standards and qualifications.
   - Accreditation of providers to deliver unit standards and qualifications.
   - Approval and accreditation of degrees.
   - Registration of government and private training establishments.
   - Moderation of unit standards and qualifications.
   - Audit.
   - Qualifications definitions.
   - National standards bodies.
   - Registration of provider degrees.

   It should be noted that some of the above may require modification and others are yet to be defined.

2. Qualification definitions

(a) General definitions

These specify the generic characteristics of qualifications, including a national certificate, a national diploma, an undergraduate diploma, a graduate diploma, a bachelors, masters, honours, or doctoral degree. They are not domain[5] specific. Others may emerge particularly from within tikanga Maori.

(b) Specific definitions

These specify the essential characteristics of a named *degree* such as a Bachelor of Arts, Master of Arts or a Master of Science, which cover a broad range of subjects over one or more domains. Thus a Bachelor of Science can be obtained in subjects as diverse as biochemistry, psychology or mathematics but is nevertheless a Bachelor of Science and not for example a Bachelor of Arts (for which the same subjects are also often majors).

3. Qualification specifications

These specify the more detailed learning outcomes and processes for *degrees* such as that for a Bachelor of Arts majoring in education or for a Bachelor of Education. They are domain specific.

It is at this level that the Tertiary Lead Group recommends that degrees, both provider and national, be registered on the single harmonised qualifications framework.

4. Unit standards

These define the learning outcomes and processes for conceptually coherent parts of qualifications and are generally related to a domain. Qualifications are composed of specified unit standards.

Categories 1, 2 and 4 involve national policies, definitions and standards which will apply universally. It should be noted that in relation to National Certificates and National Diplomas 1, 2(a), 3 and 4 already apply.

The qualification standards of category 3, however, apply to national or provider (more rarely inter-provider) degrees and post-graduate qualifications.

The Tertiary Lead Group recommends that all degrees and post-graduate qualifications conform to the standards described in categories 1, 2(a), to category 2(b) if required and category 3. In addition national qualifications must also conform to category 4. Categories 2, 3 and 4 will include learning outcomes.

[5] Domain: a term describing a specific area of learning of the National Qualifications Framework.

The four categories of standards are summarised in the following diagram. The heavier black line indicates those operational aspects of the single harmonised qualifications framework.

Category definitions	Scope	Example	Implementation
1 Systemic policies	*National*	Establishment of national standards bodies	*Board of the New Zealand Qualifications Authority with advice from Tertiary Action Group*[6] *(upon establishment)*
2 Qualification definitions			*Board of the New Zealand Qualifications Authority with advice from Tertiary Action Group (upon establishment)*
a) General definitions	*National*	Essential characteristics of a bachelors degree	
b) Specific definitions	*National*	Essential characteristics of different types of bachelors degrees eg. Bachelor of Arts or Bachelor of Science	
3 Qualification specifications (Note: this category only applies to degrees and post-graduate qualifications)		Learning outcomes and objectives and processes leading to a Bachelor of Arts in History	*Tertiary Qualifications Co-ordinating Committee*[8] *(upon establishment)*
	National	National degree in Horticulture	
	Provider[7]	B Horticulture (Lincoln) B Horticulture (Massey)	
4 Unit standards	*National*	Learning outcomes and objectives	National standards bodies

It is the intention of the Tertiary Lead Group that all degrees and post-graduate qualifications offered within New Zealand shall be part of a single harmonised qualifications framework in terms of their credits and levels. This framework enables providers to exercise freedom in determining the subject matter of their programmes and to assess them in a manner which they consider best promotes learning.

The Tertiary Lead Group recommends two processes for registering degrees on the single harmonised qualifications framework. These depend on the origin of the degree.

1. The first process involves the development of the unit standards and degrees endorsed by national standards bodies. The degrees based on those unit standards will be registered on the harmonised framework by the Tertiary Qualifications Co-ordinating Committee. Providers who wish to offer these unit standards and degrees will develop distinctive curricula and assessment strategies which reflect their mission and character. Providers offering

[6] The Tertiary Action Group is explained in more detail in section 4.

[7] See definition in footnote 1.

[8] The Tertiary Qualifications Co-ordinating Committee is explained in more detail in section 4.

programmes based on registered units and degrees will be required to demonstrate through the process of accreditation that they can deliver a programme to the specified level.

2. The second process is based on degrees developed by the provider, rather than by a national standards body. The degree would be registered as a qualification by the Tertiary Qualifications Co-ordinating Committee. Where a provider wishes to identify component parts of the degree these could be registered separately as unit standards. Although the whole qualification is not available for use by other providers, the unit standard may then be. In any event a measure of disaggregation is desirable to facilitate credit transfer.

   Where there are national standards bodies associated with the subject area of the degree these will be invited to review and provide comment to the Tertiary Qualifications Co-ordinating Committee on the suitability of the degree to ensure that standards setters for degrees establish coherent linkages with other qualifications currently under development by national standards bodies.

   Where there are no national standards bodies the Tertiary Qualifications Co-ordinating Committee will consider evidence of national / international endorsement for the proposed programme from relevant academic, industrial, professional, hapu / Iwi and other communities.

   Note that this is consistent with the current gazetted criteria for the approval and accreditation of degrees developed in consultation with the New Zealand Vice-Chancellors' Committee by the New Zealand Qualifications Authority in accordance with the requirements of s253(2) of the Education Act 1989. (Appendix 5)

Cross-crediting and prior learning

Members of the Tertiary Lead Group believe in the importance of credit transfer but are concerned to ensure that its use does not undermine the quality and coherence of tertiary education. There needs to be balance in the operation of credit transfer.

Transfer will benefit from the establishment of a single harmonised qualifications framework which recognises and makes plain the level of qualifications and their component parts. They can be compared and decisions made in a transparent way.

Similar considerations apply to the recognition of prior learning. The establishment of clear standards for qualifications will enhance providers' capacity to recognise prior learning and to give it due credit.

The broad benefits to learners of the recognition of prior learning and cross-crediting can be significant and include:

- Reduction of duplication of learning;
- Completion of qualifications in a shorter time;
- Recognition of knowledge, skill, attributes and achievement thus increasing opportunities for returning to learning;
- Increased motivation associated with more challenging course content;
- Greater flexibility of learning options;
- Increase in self esteem.

There are a number of expected benefits to providers:

- A formal process for the recognition of non-credentialed learning;
- Retention of control over quality by formal assessment of prior learning;
- Reduction in disaffected course participants and reduced withdrawal;
- Increased opportunities for equity provision;
- Opportunity to foster partnerships and/or articulations with industry, and/or other organisations.

For Maori, the rewards may include the recognition of learning within tikanga Maori parameters and as such is consistent with tino rangatiratanga[9] of the Maori partner.

It is again noted that a single harmonised qualifications framework will enhance the recognition of prior learning and credit transfer but that in the case of provider degrees and post-graduate qualifications the final decision is the prerogative of providers.

Nomenclature

One of the main benefits of a qualifications framework is the assurance of standards it should give to both national and international students. It follows that its success in this regard will confer market advantages and that there will be a temptation by those providers not accredited to suggest that they are. This is most likely to be done through the clever naming of institutions and of their educational offerings. It will therefore be important for accredited providers to agree on a standard nomenclature, incorporating at the appropriate level those terms protected by legislation, so that a united front can be presented against those who would seek to capture the benefits of the framework by misrepresentation.

The Tertiary Lead Group recommends that the Tertiary Action Group advise the Board of the New Zealand Qualifications Authority on issues relating to qualifications' nomenclature.

Legal protection of terms

There is justifiable concern that the value of New Zealand qualifications, including degrees, may be depreciated by inappropriately titled courses.

The risk of devaluation has short and long term consequences. In the short term any loss of status adversely affects institutions' and New Zealand's ability to market education and training courses, particularly overseas. The longer term implications are potentially of much greater importance.

Which terms are protected will have implications for the maintenance of parity and international credibility of New Zealand qualifications. The clear definition of qualification titles would assist in identifying what, if any, further protection is required.

Operational issues

The success or failure of this, or any other system will depend greatly on the confidence which the various stakeholders have in its operations. In this regard it is important to appreciate that a national qualifications framework of itself will not advance the education of New Zealanders or promote the reputation of the education sector. Indeed the reverse will probably be true if confidence is lost. Ultimately it is providers who deliver the education and training with a qualifications framework providing a mechanism to ensure

[9] Self determination

transparency and the assurance of standards. As previously indicated the aim must be to establish a national qualifications framework with credibility and standing such that providers seek to have their courses listed because of the imprimatur this confers. The Tertiary Lead Group therefore sees the operational system, described in more detail in the next chapter, as building on those processes already in existence which have acceptance.

4 IMPLEMENTATION

The movement to the single harmonised qualifications framework will require a carefully managed integration process. It was clear from the Tertiary Lead Group discussions that the concept of one framework was not the issue – most concerns expressed related to the perceived constraints arising from the current New Zealand Qualifications Authority model and the ability to adapt those processes into an acceptable framework. As noted earlier it seems that the focus to date on consolidation at the entry levels of the framework has established a perception of a prescriptive and behaviourist emphasis. This is considered to have had a negative impact on the established methods of defining the structure and content of qualifications, leading to an 'alternative framework', which has been developing in the university system.

Members agree that the process of implementation of the harmonised framework will have to be viewed as an evolutionary one, with accepted review points. The benefits to be gained from a national perspective are agreed, but to gain ownership and commitment implementation will need to be seen to:

- Build on skills and processes which are currently in place and are evolving;
- Protect and enhance the interests of all stakeholders including providers;
- Provide and heighten quality assurance focused on quality management and continuing evolution and development;
- Embrace and refine existing principles of monitoring drawn from current systems but improve confidence, transparency and rigour;
- Provide examples of good practice;
- Acknowledge the need for a balance between generic skills and objectives within a discipline or subject context on the one hand, and specific skills and objectives on the other;
- Encapsulate a system which promotes ease and diversity of access to education.

To achieve these objectives it is recognised that implementation of the single harmonised qualifications framework will require:

- A willingness by all stakeholders to participate constructively in the implementation of a single harmonised qualifications framework, particularly the universities and the New Zealand Qualifications Authority;
- Rationalisation of the increasing number of standard-setting bodies to achieve consistency, constructive participation and long term viability of the harmonised framework;
- Documentation and effective communication of the features of the harmonised framework model to all stakeholders;
- Development and acceptance of time lines and milestones;
- An agreed programme for negotiation between the New Zealand Qualifications Authority and all stakeholders;
- Critical processes:
  - legislative amendments[10];
  - expansion of the New Zealand Qualifications Authority Board;
  - establishment of systemic standards including recognition of a limited number of national standards bodies and policies and procedures for

[10] Sections of the Education Act 1989 referring to the Board of the Authority, protected terms, delegation and standards-setting should be amended. Amendments should also be made to the Industry Training Act.

qualification definitions and the registration of provider degrees and post-graduate diplomas;

- clear statements of the nature of the quality assurance processes underpinning the operation of systemic standards;

- Full scoping of key tasks:
  - specifying of outcomes and objectives for existing degrees to allow registration on the harmonised frameworks.
  - aggregation and rationalisation, particularly of standards-setting bodies;
- Acceptance of the need for full resourcing. The Government has identified the development of national qualifications as a priority. This will not be achieved without appropriate Government resourcing.
- Acceptance of the need for action – the Tertiary Lead Group recommends that the implementation of a single harmonised framework be a high priority and although the need for a proper critique of its proposals is accepted, action must be positive, programmed and formalised.

Process

Planning of an implementation timetable will require specialist input and careful management. It must be carried out under the auspices of the New Zealand Qualifications Authority, with advice from the Tertiary Action Group, and take into account processes which are already working effectively.

Conditions

- The New Zealand Qualifications Authority provides governance for the harmonised system.
- Board composition and policies of the New Zealand Qualifications Authority need to be reviewed to take into account the interest of major stakeholders in the single harmonised system.
- Criteria for the establishment of standard-setting bodies (Industry Training Organisations, advisory groups) to be reviewed.
- Terminology and definitions for qualifications and standards applied in the single harmonised framework to be clarified and agreed.
- Recognition of approved accrediting agents[11] formalised through appropriate policy and legislative modifications.
- Protocols for mutual recognition, accreditation and monitoring established and agreed between the New Zealand Qualifications Authority, the Tertiary Qualifications Co-ordinating Committee and approved accrediting agents.
- Minimum criteria for registering *existing* degrees onto the single harmonised qualifications framework established.
- Minimum criteria for registering *new* degrees onto the single harmonised qualifications framework established.
- Timetables will be prepared which ensure that the single harmonised qualifications framework is operational within three years of acceptance and ratification by key stakeholders.

[11] Polytechnic Programmes Committee, Committee on University Academic Programmes, Colleges of Education Academic Committee co-ordinated by the Tertiary Qualifications Co-ordinating Committee. Consideration will need to be given to the establishment of bodies that cover wananga, private and government training establishments.

Those charged with implementing this report will need to take account of these conditions and the general points and recommendations discussed by the Tertiary Lead Group in the notes which follow.

Control

As indicated in the opening section a fundamental issue in respect of any framework is that of control. All tertiary institutions are concerned to maintain their independence and academic freedom. The advantages of institutional autonomy and academic freedom, subject to some general constraints, are recognised in the Education Act 1989.

Any national qualifications framework needs to be 'owned' by all participants. Therefore developments within and of a framework must be worked through to the satisfaction of all participants. The Tertiary Lead Group believes that this requires changes to the underpinning structures of the National Qualifications Framework. The arrangements made need to guarantee academic freedom and independence from political interference in the design of courses.

The overall shape of the proposed system was described in the previous section. Points of implementation need now to be spelled out in more detail.

Board of the New Zealand Qualifications Authority

The Education Act 1989 provides that the Minister in appointing the Board of the New Zealand Qualifications Authority must 'have regard to the interests of industry, the professions, and the authorities and bodies that are respectively responsible for providing compulsory and post-compulsory education'.

The Tertiary Lead Group believes that the current legislation does not contain sufficient guarantee of the inclusion of key stakeholder groups or those with educational expertise. For example within universities, students are now represented at every level of the quality assurance system: class, faculty, academic board, council, the Committee on University Academic Programmes and the Universities Academic Audit Unit. Student representation at the New Zealand Qualifications Authority Board level is now appropriate.

The Tertiary Lead Group recommends that in order to incorporate the need for student representation and greater educational expertise, the size of the Board should be increased from the current range of 8 – 10 members to 10 – 12.

The Tertiary Lead Group recommends that in appointing members of the Board the Minister should be required to consult persons, authorities and bodies representing the interests of industry, the professions, hapu / Iwi, learners and the providers of compulsory and post-compulsory education and training. Members should then be appointed by the Minister of Education in consultation with the Chairperson of the Board to ensure a reasonable coverage of stakeholders, a balance between users and providers and consideration of the Government's general policy requirements in compliance with the Treaty of Waitangi.

Board sub-committees

The Tertiary Lead Group has already identified the need to include stakeholders in a number of activities but is of the view that large bodies, though perhaps representative, are not cost effective nor, often, capable of quick action. The Tertiary Lead Group considers that the Board in appointing any operational committee, should ensure that there is sufficient representation and expertise from those stakeholders most closely concerned.

Consultation

The Tertiary Lead Group recommends that the current legal requirement for the New Zealand Qualifications Authority to consult with institutions should be widened to require the New Zealand Qualifications Authority to consult with appropriate bodies before setting any policies and guidelines. This would require the New Zealand Qualifications Authority to show that bodies that were not consulted were not appropriate in the particular case and it would also require the New Zealand Qualifications Authority to show that the results of the consultation were considered and what happened as a result of that consultation.

Tertiary Action Group

The Tertiary Lead Group recommends that a Tertiary Action Group be established by the New Zealand Qualifications Authority to provide advice to the Board on issues arising from this report specifically in the degree and tertiary area. It is envisaged that the Tertiary Action Group would replace the New Zealand Qualifications Authority's existing sector focused joint action groups, namely the Joint Consultative Group, the Private Training Establishment Joint Action Group, the Polytechnic Joint Action Group, the College of Education Joint Action Group, the Industry Joint Action Group and the Forum. The Tertiary Action Group would also provide the Board with draft operating plans for each step of the process, after consultation with key stakeholders.

There is a need for continuity between the Tertiary Lead Group and the implementation process and this should be considered during the Tertiary Action Group's establishment, particularly when membership is being considered.

The Tertiary Qualifications Co-ordinating Committee

Under the proposed single harmonised qualifications framework, it is envisaged that the New Zealand Qualifications Authority have final accountability and responsibility for co-ordination. However the Tertiary Lead Group believes that specific functions of the New Zealand Qualifications Authority could be delegated. Functions that should not be open for delegation are approval to use protected terms, issuing of certificates and the recognition of national standards bodies.

However, the issue of delegation of degree approval particularly arises because of the proposal to transfer the university accreditation and monitoring processes onto the framework with minimal disruption of the existing systems operated by the New Zealand Qualifications Authority and the Committee on University Academic Programmes.

The current arrangements for the approval of new qualifications for the university sector are undertaken by the Committee on University Academic Programmes with full delegated authority from the Vice-Chancellors' Committee. That Committee is given power to make these decisions for the university sector under the provisions of the Education Act 1989.

It has however been evident to the Tertiary Lead Group that the maintenance of consistent standards with several sectoral bodies operating in such a structure cannot necessarily be assured. In addition, there is the problem of how the needs of private and government training establishments can be catered for. The question has also been raised regarding whether these bodies are sufficiently reflective of the interests of key stakeholders.

One alternative would be to give one of the existing bodies, namely the Committee on University Academic Programmes, the Polytechnic Programmes Committee, the Universities Academic Audit Unit or the New Zealand Qualifications Authority an extended role to undertake the approval functions for the tertiary sector as a whole.

In considering this option it was noted that the Universities Academic Audit Unit has only recently been established and is still developing procedures for its first round of audits.

An extended Committee on University Academic Programmes with appropriate representation from other sectors could in principle act in the way envisaged. It could seek to achieve consistency of decision-making with the advantage of acting in accordance with a collective autonomy which would now be defined as extending to the tertiary sector as a whole rather than to just the university subset of it.

The second alternative and the one recommended by the Tertiary Lead Group is that a new single degree approval body reflective of the interests of key stakeholders be established. This model provides for greater assurance of consistency in decision making and expands the sense of ownership of all stakeholders. The disadvantage of such an arrangement is the sense of loss of autonomy by individual sectors. This can be mitigated if the final approval body regards its role as that of promoting consistent standards by monitoring the more detailed work of the sector bodies which scrutinise proposals, rather than seeking to re-examine that detail in every case. Such a policy will also assist to keep its workload within reasonable bounds.

A single degree approval body would enable existing approval bodies to continue in their present form and fulfil the function of a referral body for a specific sector. This could also facilitate the consideration of proposals on more than a single annual cycle, as is currently the practice of the Committee on University Academic Programmes. Such a body would require a stronger infrastructure than that currently provided by the universities for the Committee on University Academic Programmes and it is clear that issues of resourcing such a body would need to be addressed.

The Tertiary Lead Group recommends that this second alternative be pursued and subsequently refers to the body outlined in this model as the Tertiary Qualification Co-ordinating Committee.

Proposed structure

<table>
<tr><th colspan="3">NZQA Board</th></tr>
<tr><th>Tertiary Action Group</th><th colspan="2">Tertiary Qualification Co-ordinating Committee</th></tr>
<tr><td>Replaces existing sector-focused joint action groups, consultative groups and the forum</td><td colspan="2">Operates under delegated authority from the New Zealand Qualifications Authority Board</td></tr>
<tr><td>Provides advice to the New Zealand Qualifications Authority Board on the implementation of the single harmonised qualifications framework, on degree and tertiary matters, and on issues relating to qualification nomenclature.</td><td colspan="2">Registers degrees and post-graduate qualifications. Existing bodies such as the Committee on University Academic Programmes etc remain in an operational sense and collect evidence of compliance for the Tertiary Qualification Co-ordinating Committee.</td></tr>
<tr><td>Membership</td><td colspan="2">Membership[12]</td></tr>
<tr><td>Students 2</td><td colspan="2">Students 1</td></tr>
<tr><td>Industry and professions 3</td><td colspan="2">Industry and professions 3</td></tr>
<tr><td>University 2</td><td colspan="2">University 5</td></tr>
<tr><td>Polytechnic 2</td><td colspan="2">Polytechnic 2</td></tr>
<tr><td>College of Education 1</td><td colspan="2">College of Education 1</td></tr>
<tr><td>Wananga 1</td><td colspan="2">Wananga 1</td></tr>
<tr><td>PTE/GTE 1</td><td colspan="2">PTE/GTE 1</td></tr>
<tr><td>Including Tertiary Lead Group members for continuity</td><td colspan="2">Two of the above to be New Zealand Qualifications Authority Board members.</td></tr>
</table>

[12] This membership reflects the weighting of current degree delivery and the relative experience of sectors while remaining mindful of representation.

National standards bodies

The role of national standards bodies in relation to the registration of degrees on the National Qualifications Framework has been previously mentioned in section three. In essence the Tertiary Lead Group recommended that:

(a) national degrees and their unit standards be *endorsed* by national standards bodies;

(b) provider degrees include evidence of national support for the qualification, and that;

- where there are national standards bodies associated with the subject area of the degree, these will be invited to review and provide comment to the Tertiary Qualifications Co-ordinating Committee, on the suitability of the degree to ensure that standards-setters for degrees establish coherent linkages with other qualifications.
- where there are no national standards bodies the Tertiary Qualifications Co-ordinating Committee will consider evidence of national endorsement for the proposed programme from relevant academic, industrial, professional, Maori and other communities.

The participation of standard-setting bodies in the accreditation and moderation of education and training providers is important. There is, however, the potential for the harmonised framework to be jeopardised by the cost of dealing with an increasing number of standards-setting bodies (particularly small Industry Training Organisations).

Rationalisation of standards-setting bodies

The Tertiary Lead Group therefore recommends that there be a rationalisation of standards-setting bodies in order to achieve constructive participation in the harmonised framework, consistency and long term viability.

One logical way forward is to align closely the number of standards-setting bodies with the number of fields[13] specified for the current National Qualifications Framework. On this basis there should be no more than about 30 clusters of national standards bodies.

The Tertiary Lead Group is of the view that without some rationalisation of standards-setting bodies the success of the single harmonised framework would be in doubt. Aggregation of national standards bodies may provide a timely opportunity to re-evaluate the current proliferation of Industry Training Organisations and its effects on the long-term quality and sustainability of the National Qualifications Framework.

In this regard the Tertiary Lead Group notes that it is the intention of the Industry Training Act to minimise duplication of standards-setting bodies. The Tertiary Lead Group recommends that this intention be reinforced in legislation and that the Industry Training Act be reviewed as it relates to standards-setting to ensure the differentiation between Industry Training Organisations and standards-setting bodies is clear.

Incorporation of existing approved degrees

The Tertiary Lead Group recommends that all degrees that have been approved through the Committee on University Academic Programmes, the earlier processes of the University Grants Committee or the New Zealand Qualifications Authority be registered, with as few complications as possible, onto the single harmonised qualifications framework as provider qualifications[14].

[13] Field: a term describing a broad area of education and training as defined in the New Zealand Qualifications Authority's index of unit standard and qualification classifications. See Appendix 7.

[14] See pages 22 and 23 for more details about provider qualifications.

It is noted that these degrees have already been through an approval process that assures quality. The registration process for approved degrees will therefore focus on a standard format for describing degrees in terms of learning outcomes and objectives.

In incorporating existing approved degrees onto the framework the following strategy is suggested:

- A standard format for describing degrees in terms of learning outcomes and objectives be developed by the New Zealand Qualifications Authority Board with advice from the Tertiary Action Group;
- Existing degrees would then be described in terms of this format and then be verified by each provider's internal quality management system;
- These verifications would be audited by the Tertiary Qualifications Co-ordinating Committee[15].

The Tertiary Lead Group recommends that providers be offered as much assistance as possible in this process. One way that this might be done is by the Tertiary Qualifications Co-ordinating Committee facilitating the co-operative development of registration documentation. This would also provide an opportunity to highlight high level commonalties and differences and begin the process of developing themes which may provide a future basis for evolving the notion of national benchmarks whilst preserving institutional individuality.

The Tertiary Lead Group recommends that the New Zealand Qualifications Authority Board, after advice from the Tertiary Action Group, develop the qualification definitions in 1995 so that new and existing degrees can be registered in 1997.

Review

To ensure that all the new qualifications on the single harmonised qualifications framework remain fit for purpose it is proposed that, once registered, a process of rolling reviews begins.

Accreditation and audit

The Tertiary Lead Group is guided in this area by the principle of building on and evolving those systems that are already working, while wishing to provide more transparency within these systems. The Tertiary Lead Group considers, however, that in terms of quality the registration of degrees on the single harmonised qualifications framework should not be regarded as an end point. It notes with approval the establishment of the Academic Audit Unit for the universities and considers that the Tertiary Action Group should address the matter of appropriate audit arrangements for other sectors.

Communication

The Tertiary Lead Group recommends that the Tertiary Action Group produce a strategy document immediately upon being established focusing on the development of a single harmonised qualifications framework, to cover all qualifications registered or intended to be registered on the National Qualifications Framework. The booklet would outline objectives of the proposed framework, timelines for action, and show relationships between organisations as well as identifying quality expectations.

Information would be provided about individual qualifications as they are registered on the harmonised framework. It would be updated annually.

[15] Note that if the Tertiary Qualifications Co-ordinating Committee is not established at this time then this function would be fulfilled by Committee on University Academic Programmes, in the case of universities and the New Zealand Qualifications Authority for other degrees.

Resources

The Tertiary Lead Group believes that a single harmonised qualifications framework is in the national interest and that many of the benefits of such a framework are of a public good nature. The Government itself has identified the development of national qualifications as a priority.

There is a need for substantial ongoing information, training and support to assist stakeholders in implementing a national qualifications framework. The changes that are occurring in education and training as a result of implementation of the current National Qualifications Framework should not be underestimated.

Many of the systems and procedures which stakeholders are required to develop in order to participate in the seamless environment, are new to them. Providers may need training and support in the development of standards, the assessment of learning against clearly defined outcomes, the design of explicit quality management systems and the recognition of prior learning. Time and sufficient funding has to be made available to release competent people to participate in the process.

In addition, the rewriting of curricula and the modification of teaching resources to facilitate the move to an outcomes based education system focused on unit standards, places significant pressure on staff and funding.

The specific training needs of stakeholders will vary according to their level of implementation and understanding.

Although the Tertiary Lead Group acknowledges that the Government has provided appropriate resourcing of the development and implementation of the National Qualifications Framework at a central level it notes with some concern that, with the exception of the school sector, no financial recognition has been made at tertiary provider level. A failure to correct this situation quickly can only:

- Reinforce the reservations about the way in which the National Qualifications Framework is being implemented – evidenced in a number of the presentations made to the Tertiary Lead Group;
- Jeopardise the quality of what needs to be done;
- Impede the ability of the tertiary sector to accommodate the required changes in a manner consistent with the Tertiary Lead Group's implementation timeline.

Although additional resourcing is not required on an ongoing basis, the Tertiary Lead Group is of the view that it is critical during the next three years.

The Tertiary Lead Group notes that, in the 1994/95 Budget, the Government provided schools with additional funding for the introduction and implementation of the National Qualifications Framework namely: $4.6m in each of 1994/95, 1995/96 and 1996/97, or $13.8m overall. A further provision of $22.4m was voted over three years to accelerate the implementation of the National Qualifications Framework. Against this background the Tertiary Lead Group considers that Government resourcing for accelerated implementation of a single harmonised qualifications framework seems reasonable.

For these reasons the Tertiary Lead Group strongly recommends that the Government accepts the need for full resourcing and makes a significant and ongoing commitment to fund the development and maintenance of a single harmonised qualifications framework.

Time lines

The Tertiary Lead Group recommends that the implementation of a single harmonised qualifications framework be a high priority and whilst the need for a proper critique of proposals is accepted, action must be positive, programmed and formalised. A proposed schedule, subject to early acceptance and implementation of the recommendations is outlined.

	1995	1996	1997	2002
Systemic policies	*under development*	completed		reviewed
Qualification standards	*under development*	completed		reviewed
Legislation	*advice given*	amended		
Tertiary Qualification Co-ordinating Committee	*established*			reviewed
Tertiary Action Group	*established*			reviewed
New degrees	*criteria agreed*	criteria applied for 1997 approval applications	*degrees registered*	first review of registered degrees
Existing degrees	*format agreed*	degrees reformatted and rolling reviews begin	*degrees registered*	first review of registered degrees completed

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Tarling, Nicholas
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APPENDICES

APPENDIX 1: TERMS OF REFERENCE

The Minister has requested that a Tertiary Lead Group be established to constructively implement the National Qualifications Framework in the tertiary sector.

Including:

i) To resolve issues relating to the inclusion of degrees in the National Qualifications Framework.

ii) To examine those functions of NZQA that could be delegated to an approved agent for example:

- recognition of standards-setting bodies;
- registration of standards and qualifications;
- accreditation.

iii) To identify the parameters for standards-setting that would enable:

- learners, employers and Government to identify the outcomes being purchased;
- learners, providers and employers to determine the standard that has been reached;
- a provider to recognise prior learning;
- credit accumulation and transfer to occur on a systematic basis.

Note

This is an advisory forum not a policy making forum.

The design of the National Qualifications Framework allows flexible arrangements for any knowledge based areas of education.

The Minister intends to make legislative changes in 1995 and wishes the above issues to be resolved to the satisfaction of all parties by September 1994.

NZQA will provide advice and secretariat support to the Tertiary Lead Group.

APPENDIX 2: PRESENTATIONS AND SUBMISSIONS

Organisations

Association of Polytechnics in New Zealand

Association of Staff in Tertiary Education

Association of University Staff of New Zealand

Christchurch Polytechnic

Forum on Regional Tertiary Education

Joint Consultative Group (university members only)

New Zealand Association of Theological Schools

Individuals

Malcolm Bell
Telarc New Zealand

Associate Professor Andrew Gonczi
University of Technology, Sydney

Professor George Gordon
University of Strathclyde, Glasgow

Dr Cedric Hall
Victoria University of Wellington

David Hood
Chief Executive, New Zealand Qualifications Authority

Dennis McGrath
Principal, Auckland College of Education

Barbara Purvis
Secondary Schools English Advisor

Dr. David Woodhouse
Director, Universities Academic Audit Unit

APPENDIX 3: EXAMPLE OF A STANDARD

Based on the University of Otago, Department of English

Engl 121: Introduction To English Literature

Purpose

The purpose of ENGL 121 is:

1 to consolidate students' knowledge of basic literary concepts, including those that relate to:

- language and style;
- genre;
- period.

2 to equip students with a basic sense of how the literature of one period compares with that of another, and how English literature has evolved in the course of its history;

3 to develop the ability of students to apply their critical skills and knowledge in order to make interpretative judgements that are expressed persuasively in a critical essay.

Learning outcomes

1 Analyse critically and interpret a tale by Chaucer

1.1 translate a tale by Chaucer;

1.2 identify characteristic semantic and syntactic features of Chaucer's language;

1.3 identify the methods of characterization used by Chaucer in a tale from *The Canterbury Tales*;

1.4 identify Chaucer's narrative techniques , and account for the effects produced by them;

1.5 identify the structural components of a tale from *The Canterbury Tales*, and account for the way these contribute to the meaning of the tale.

2 Interpret prose fiction critically

2.1 identify techniques such as narrative point of view, style, and characterization;

2.2 identify structure in terms of plot, setting and character;

2.3 interpret meaning by showing how techniques and structure contribute to the development of theme(s).

3 Interpret poetry critically

3.1 identify, and differentiate between, a range of different verse kinds;

3.2 analyse poetic language in terms of tone and diction, metre, rhyme, patterning (phonological, syntactical, and semantic), and the use of figures of speech and thought;

3.3 interpret meaning by tracing the interrelations between formal and thematic elements;

3.4 identify formal elements or thematic concerns that are characteristic of one historical period as distinct from another.

4 Interpret drama critically

4.1 identify the dramatic construction in terms of plot, setting, and character;

4.2 identify the nature and effect of dramatic dialogue, stage actions and symbolic stage images;

4.3 identify the generic features of the play;

4.4 interpret meaning by showing how dramatic techniques contribute to thematic development.

5 The writing of a critical essay

5.1 apply in an essay the knowledge and skills acquired in order to arrive at critical perceptions about a text;

5.2 integrate these perceptions in order to make an interpretative or evaluative critical judgement in an essay;

5.3 present a persuasively argued and expressed essay in which critical insights are used to address a critical issue relating to a text.

APPENDIX 4: NEW ZEALAND QUALIFICATIONS AUTHORITY APPROVED DEGREES AS AT 1 NOVEMBER 1994

Private Training Establishments

Asia Pacific International Institute Limited

Bachelor of Business Administration

Financial Management

Information Technology

Marketing Management

Bachelor of Science in Manufacturing Management

Master of Business Administration

International Management

Management

Master of Information Systems

Auckland Consortium of Theological Education

Bachelor of Theology

Auckland Institute of Studies

Bachelor of International Business

Bible College of New Zealand

Bachelor of Divinity

Bachelor of Ministries

International Pacific College

Bachelor of International Studies

Business Studies

English as an International Language

Environmental Studies

International Relations

Te Whare Wananga O Awanuiarangi

Bachelor of Maori Education

Bachelor of Maori Studies

Master of Indigenous Studies

Master of Maori Studies

Whitecliffe College of Art and Design

Bachelor of Fine Arts

Wananga

Te Wananga o Raukawa

Bachelor of Hapu Development

Bachelor of Health Studies

Bachelor of Maori and Administration

Bachelor of Maori Law and Philosophy

Colleges of Education

Auckland College of Education

Bachelor of Social Sciences (Human Services)

Polytechnics

Auckland Institute of Technology

Bachelor of Applied Science

Bachelor of Arts (Japanese)

Bachelor of Business

- *Accounting*
- *Advertising*
- *Computer Information Systems*
- *Management*
- *Marketing*
- *Tourism*

Bachelor of Communication Studies

Bachelor of Graphic Design

Bachelor of Health Science (Nursing)

Bachelor of Health Science (Occupational Therapy)

Bachelor of Health Science (Physiotherapy)

Bachelor of Visual Arts

Postgraduate Diploma in Health Science (Manipulative Physiotherapy)

Central Institute of Technology

Bachelor of Health Science (Podiatry)

Christchurch Polytechnic

Bachelor of Broadcasting

Bachelor of Japanese Language

Bachelor of Nursing

Manawatu Polytechnic

Bachelor of Applied Information Systems

Bachelor of Nursing

Manukau Polytechnic

Bachelor of Business Studies

- *Accounting*
- *Accounting and Communication*
- *Advertising Management*
- *Marketing Management*

Bachelor of Technology (Electronics and Computer Engineering)

Nelson Polytechnic

Bachelor of Commerce

Bachelor of Nursing

Open Polytechnic

Bachelor of Business

- *Accounting*
- *Management*
- *Management and Accounting*

Otago Polytechnic

Bachelor of Fine Arts

Bachelor of Midwifery

Bachelor of Nursing

Southland Polytechnic

Bachelor of Nursing

Taranaki Polytechnic

Bachelor of Applied Information Systems

Bachelor of Nursing

UNITEC Institute of Technology

Bachelor of Architecture

Bachelor of Business Studies

Accountancy

Information Systems

Marketing

Bachelor of Construction Management

Bachelor of Design

Bachelor of Health Science (Medical Imaging)

Bachelor of International Communication

Bachelor of Nursing

Bachelor of Quantity Surveying

Bachelor of Technology (Environmental)

Bachelor of Visual Communications

Waiariki Polytechnic

Bachelor of Midwifery

Bachelor of Nursing

Bachelor of Tourism Management

Waikato Polytechnic

Bachelor of Business

Bachelor of Information Technology

Bachelor of Midwifery

Bachelor of Nursing

Wanganui Regional Community Polytechnic

Bachelor of Graphic Design (Computer)

Wellington Polytechnic

Bachelor of Applied Science (Environmental Health)

Bachelor of Education

Bachelor of Nursing

Whitireia Community Polytechnic

Bachelor of Nursing

APPENDIX 5: NEW ZEALAND VICE-CHANCELLORS' COMMITTEE AND NEW ZEALAND QUALIFICATIONS AUTHORITY DEGREE APPROVAL AND ACCREDITATION CRITERIA

1 As required by Section 253 (3) of the Education Amendment Act 1990 the New Zealand Qualifications Authority, having undertaken the consultation required by Section 253(2), and having established criteria in respect of the approval and accreditation of certain categories of courses of study and training, pursuant to paragraphs(d) and (e) of subsection (1) of Section 253, hereby publishes them.

2 The categories of courses to which the criteria apply are:

a All applications in respect of courses of study or training leading to an award described as a 'degree' or the description of which includes the word 'bachelor', 'master' or 'doctor' provided (i) by institutions other than the universities established under s162 (1) (a) or s162 (2), or (ii) by registered establishments (including any permitted under s264 to use the term 'university', 'college of education' or 'polytechnic' to describe an educational establishment or facility).

b All applications in respect of courses of study or training provided by universities established under s162 (1)(a) or s162 (2).

3 The New Zealand Qualifications Authority or any body exercising powers of approval and accreditation under the provisions of s260 (2) in respect of applications in category (a) above, or the New Zealand Vice-Chancellors' Committee in exercising powers of approval and accreditation under s260 (1) in respect of applications in category (b) above, shall satisfy itself as to the standard and quality of every course in regard to the following matters, according to the detailed procedures and rules approved by the Authority or the Vice-Chancellors' Committee respectively:

i The acceptability of the proposed course to the relevant academic, industrial, professional and other communities in terms of its stated objectives, nomenclature, content and structure.

ii The adequacy and appropriateness of the regulations that specify requirements for admissions, credit for previous study, recognition of prior learning, course structure, assessment procedures and the normal progression.

iii The availability of appropriate academic staffing, teaching and research facilities, and support services.

iv The adequacy of the means of ensuring that assessment procedures are appropriate, given the stated objectives, and fair; and

v The adequacy of the provisions of monitoring course standards and quality, for reviewing course regulations and content, and for determining whether the course shall continue to be offered.

4 Information regarding the application of the criteria in respect of categories (a) and (b) shall be made available to the Authority to enable it to perform its functions under s260.

APPENDIX 6: STANDARDS-SETTING BODIES

ADVISORY GROUP	TYPE
Accounting (General Ed)	advisory group to NZQA
Agricultural Science	advisory group to NZQA
Animal Care and Handling	advisory group to NZQA
Apparel and Textiles - Apparel	advisory group to ITO
Apparel and Textiles - Carpets	advisory group to ITO
Apparel and Textiles - Clothing	advisory group to ITO
Apparel and Textiles - Dyeing and Finishing	advisory group to ITO
Apparel and Textiles - Knitting	advisory group to ITO
Apparel and Textiles - Leather Garments	advisory group to ITO
Apparel and Textiles - Textiles	advisory group to ITO
Apparel and Textiles - Top Making , Semi worsted & Worsted Processes	advisory group to ITO
Apparel and Textiles - Weaving and Finishing	advisory group to ITO
Apparel and Textiles - Wool Scouring	advisory group to ITO
Architectural Aluminium	Industry Training Organisation
Architecture	Industry Training Organisation
Archives Whakaruruhau	Maori advisory group to NZQA
Art	advisory group to NZQA
Art (General Ed)	advisory group to NZQA
Art Craft and Design Whakaruruhau	Maori advisory group to NZQA
Art History	advisory group to NZQA
ATTTO - Aviation Engineering	advisory group to ITO
ATTTO - Flight Attendants	advisory group to ITO
ATTTO- Flight Technical Crew	advisory group to ITO
ATTTO - Specialist Tourist Operations	advisory group to ITO
Banking	Industry Training Organisation
Beauty Therapy	advisory group to NZQA
Business and Administration	advisory group to NZQA
Business and Administration - Administration W P	advisory group to NZQA
Business and Administration - Finance W P	advisory group to NZQA
Business and Administration - Management W P	advisory group to NZQA
Business and Administration - Marketing W P	advisory group to NZQA
Business and Administration - Small Bus	advisory group to NZQA
Business and Administration Whakaruruhau	advisory group to NZQA
Cement Based Trades Forum	Forums
Christian Theological and Ministries Education	advisory group to NZQA
Classical Studies	advisory group to NZQA
Cleaning	Industry Training Organisation
Commercial Road Transport	Industry Training Organisation
Communications	advisory group to NZQA
Community Support	Industry Training Organisation
Compliance and Regulatory Control	advisory group to ITO
Computing	advisory group to NZQA
Concrete Roof Tiling	advisory group to NZQA
Construction (core)	Forums
Construction Management and Design	advisory group to NZQA
Construction Whakaruruhau	Maori advisory group to NZQA
Core Generic	advisory group to NZQA
Corrugated Packaging	Industry Training Organisation
Craft	advisory group to NZQA
Dairy	Industry Training Organisation

ADVISORY GROUP	TYPE
Design	Industry Training Organisation
Economics	advisory group to NZQA
Education - Adult Education and Training	advisory group to NZQA
Education - Early Childhood Education	advisory group to NZQA
Education - Early Childhood Education (Pacific Island)	advisory group to NZQA
Education - Education Administration	advisory group to NZQA
Education - Education and Training Whakaruruhau	Maori advisory group to NZQA
Education - Special Education	advisory group to NZQA
Education - Teacher Education	advisory group to NZQA
Electricity Generation and Supply	Industry Training Organisation
Electro-technology - Electrical Engineering	advisory group to ITO
Electro-technology - Electronics Servicing and Maintenance	advisory group to ITO
Electro-technology - Industrial Instrumentation & Measurement Control	advisory group to ITO
Electro-technology - Security Installation	advisory group to ITO
Electronic Media Whakaruruhau	Maori advisory group to NZQA
Electronics Manufacturing	advisory group to NZQA
Emergency Management	advisory group to NZQA
Engineering - Casting and Moulding	advisory group to ITO
Engineering - Composites	advisory group to ITO
Engineering - Drawing and Design	advisory group to ITO
Engineering - Fabrication (Forming)	advisory group to ITO
Engineering - Fabrication (Welding/Cutting)	advisory group to ITO
Engineering - Fluid Power	advisory group to ITO
Engineering - Heating and Ventilation	advisory group to ITO
Engineering - Machining	advisory group to ITO
Engineering - Maintenance and Diagnostics	advisory group to ITO
Engineering - Materials Science	advisory group to ITO
Engineering - Metrology	advisory group to ITO
Engineering - Pattern making	advisory group to ITO
Engineering - Precision Assembly/ Installation/ Commissioning	advisory group to ITO
Engineering - Production (Can Making)	advisory group to ITO
Engineering - Production Assembly	advisory group to ITO
Engineering - Production Extrusion	advisory group to ITO
Engineering - Refrigeration & Air Conditioning	advisory group to ITO
Engineering - Surface Finishing	advisory group to ITO
English	advisory group to NZQA
Environment, Conservation and Resource Management	advisory group to NZQA
Equine - Performance Horse Coaching	Industry Training Organisation
Farming	Industry Training Organisation
Film and Electronic Media	Industry Training Organisation
Fire Protection Services	advisory group to NZQA
Fire Services	advisory group to NZQA
Fishing Whakaruruhau	Maori advisory group to NZQA
Floor Coverings	advisory group to NZQA
Food Processing (Core)	Forums
Footwear	Industry Training Organisation
Forest Health	advisory group to ITO
Forestry (Levels 1-4)	Industry Training Organisation
Forestry (Levels 5-8)	Industry Training Organisation
Funeral services	Industry Training Organisation
Furniture	Industry Training Organisation
General Education Science W P	advisory group to NZQA
General Education Whakaruruhau	Maori advisory group to NZQA

ADVISORY GROUP	TYPE
General Education Whakaruruhau - Geography Project	Maori advisory group to NZQA
General Education Whakaruruhau - Maths Project	Maori advisory group to NZQA
Geography	advisory group to NZQA
Glass	advisory group to NZQA
Graphics & Design Technology	advisory group to NZQA
Hairdressing	Industry Training Organisation
Health - Acupuncture	advisory group to NZQA
Health - Ambulance	Industry Training Organisation
Health - Cervical Screening	advisory group to NZQA
Health - Core	advisory group to NZQA
Health - Coronary Care	advisory group to NZQA
Health - Dental	advisory group to NZQA
Health - Diversional Therapists	advisory group to NZQA
Health - Epilepsy	advisory group to NZQA
Health - Manual Therapy	advisory group to NZQA
Health - Medical Radiation Technology	advisory group to NZQA
Health - Mental Health	advisory group to NZQA
Health - Natural Therapies	advisory group to NZQA
Health - Nursing	advisory group to NZQA
Health - Occupational Safety and Health	advisory group to NZQA
Health - Pharmacy	advisory group to NZQA
Health - Sexual & Reproductive Health	advisory group to NZQA
Health - Whakaruruhau (primary)	Maori advisory group to NZQA
Health and Physical Education	advisory group to NZQA
History	advisory group to NZQA
Home Economics	advisory group to NZQA
Horticulture	Industry Training Organisation
Hospitality	Industry Training Organisation
Human Resource Management Working Party	advisory group to NZQA
Information Management	advisory group to NZQA
Information Technology Support	advisory group to NZQA
Insurance	advisory group to NZQA
Interior Systems	advisory group to NZQA
Joinery	Industry Training Organisation
Journalists	Industry Training Organisation
Languages	advisory group to NZQA
Manufacturing (Core)	Forums
Maritime	Industry Training Organisation
Masonry	advisory group to ITO
Mathematics	advisory group to NZQA
Meat Processing	advisory group to NZQA
Media Studies	advisory group to NZQA
Motor Body Building and Repairs	advisory group to ITO
Motor Industry	Industry Training Organisation
NZCE Forum	Forums
Occupational Diving	advisory group to NZQA
Outdoor Fabrics	advisory group to NZQA
Painting and Decorating	Industry Training Organisation
Performing Arts Whakaruruhau	Maori advisory group to NZQA
Personal Social Services	Industry Training Organisation
Pest Management	advisory group to NZQA
Petrochemical	Industry Training Organisation
Photography	advisory group to NZQA

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ADVISORY GROUP	TYPE
Plastics	Industry Training Organisation
Plumbing, Gasfitting, Drainlaying	Industry Training Organisation
Pork	advisory group to ITO
Power Cranes	Industry Training Organisation
Powered-Industrial Lift Trucks (forklifts)	advisory group to ITO
Primary Industry (Core)	Forums
Printing	Industry Training Organisation
Public Sector	Industry Training Organisation
Pulp and Paper	advisory group to ITO
Quality Management	advisory group to NZQA
Raranga Whakaruruhau	Maori advisory group to NZQA
Real Estate	Industry Training Organisation
Retail Meat	Industry Training Organisation
Retail Wholesale and Sales	advisory group to NZQA
Roading Construction & Design	Forums
Rural Contractors	advisory group to ITO
Saw Doctors	advisory group to ITO
Scaffolding and Rigging	advisory group to ITO
Science and Technology	advisory group to NZQA
Seafood	Industry Training Organisation
Security and Private Investigators	advisory group to NZQA
Service Sector	Forums
SFRITO - Community Recreation	advisory group to ITO
SFRITO - Diving (Recreational)	advisory group to NZQA
SFRITO - Fitness	advisory group to ITO
SFRITO - Outdoor Recreation	advisory group to ITO
SFRITO - Ski	advisory group to ITO
SFRITO - Sports	advisory group to ITO
SFRITO - Whakaruruhau	Maori advisory group to NZQA
Signmaking	advisory group to ITO
Social Services Whakaruruhau	Maori advisory group to NZQA
Solid Woods	advisory group to ITO
Sports Turf	Industry Training Organisation
Steam and Hazardous Gases	advisory group to NZQA
Steel Manufacturing	advisory group to NZQA
Stevedoring	Industry Training Organisation
Stock and Station Agents	Industry Training Organisation
Survey	advisory group to NZQA
Te Reo Maori Whakaruruhau	Maori advisory group to NZQA
Telecommunications	Industry Training Organisation
Textile Care	advisory group to NZQA
Tikanga Whakaruruhau	Maori advisory group to NZQA
Tourism Whakaruruhau	Maori advisory group to NZQA
Travel	advisory group to ITO
Whakairo Whakaruruhau	Maori advisory group to NZQA
Whenua Whakaruruhau	Maori advisory group to NZQA
Women's	advisory group to NZQA
Women's Whakaruruhau	Maori advisory group to NZQA
Wood Panels	advisory group to ITO
Wool	advisory group to NZQA

APPENDIX 7: NATIONAL QUALIFICATION FRAMEWORK FIELDS

Agriculture, Forestry and Fisheries

Arts and Crafts

Business and Financial Services

Community and Social Services

Computing and Information Technology

Core Generic

Education

Engineering and Technology

Health

Humanities

Law and Security

Manufacturing

Maori

Planning and Construction

Sciences

Service Sector

Social Sciences